



# To Be A Role Model

**\*LESSON\***

## LEARNING & DEVELOPMENT OUTCOME

Participants will inspire others to reach their very best via examples and selflessness

## MATERIALS

Paper, writing utensils

## AGE ADJUSTMENTS

For a younger audience, spend more time defining who "role models" are and why they are important. Help participants think about some role models in their lives before continuing the lesson.

## Lesson Plan

### Introducing the Lesson

- Ask participants for examples of role models in life
  - These can be true examples from their own life or fictional examples from media
- Have participants share their responses with the group

### Experiencing the Lesson

- Hand participants a piece of blank paper and ask them to split their paper into two columns.
- At the top of the first column, have participants title it "Role Models Do"
- Give participants a few minutes to write down things their role models do.
  - *For example: What do they do? Who do they help?*
- After a few minutes, instruct participants to title their second column "To Be a Role Model"
- Give participants a few minutes to reflect and write down things it takes to be a role model.
  - *For example: What are they known for? What do they stand for?*

### Closing the Lesson

- After participants have completed both columns, have them pair up with a partner to share their "Role Models Do" and "To Be a Role Model" lists.

### After the Lesson

- Have participants write action steps for their "To Be a Role Model" lists
- What does it take to be a role model? What steps can you begin doing?

Should this be specific to their role models? Or just about role models in general?



"This is totally up to you as the facilitator. If you have done work around participant's role models before and they know who they are, you might want to have this be centered around their personal role models. Otherwise it can be more general."



## Further Exploration



- Discuss items and categories with participants
  - What is the relationship between these two lists? “Role Models Do” and “To Be a Role Model”
- Ask participants if they can name any new individuals that fulfill the being a role model expectations
- Ask participants if they think they are role models to someone. Why or why not?

## Get Creative

- As a group, have participants create a word bank of important actions role models take
- What words are important to you or others that represent a role model?
- Discuss with participants
- How many of these do you do currently?
- How many of these are you capable of doing?

## Online

- To facilitate this lesson Online, the facilitator and participants will need access to video-sharing (ex: Zoom)
- Participants can continue the activity by sharing in the chat features or to the entire group, and can randomly be assigned to breakout rooms for partner sharing.

